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AUTHOR	Timken, Joe E.; Harrison, M. Mattie
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ABSTRACT

This document provides guidelines for administrators and teachers at the 37 Oklahoma Adult Learning Centers which deal with the educationally deprived and economically depressed population. The first section provides information on establishing programs, school board authorization, regulations (State and Federal), and financing. The next section covers recruitment of the adult student body, guidance and counseling, educational planning, records, and referrals. Discussion of the adult basic education (ABE) program covers student orientation, the ABE teacher, criteria for selecting materials, and individualized study groups. Under high school equivalency, there is a policy statement, program guidelines, information about G.E.D. Testing Centers, and about entrance into the program. The issuance of Adult High School diplomas is discussed. Finally, local sponsoring groups, coordination of local adult learning programs, job breakdown, and program relationships are covered. There is a list of selected references. (EB)

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ADULT BASIC AND CONTINUING EDUCATION THROUGH OKLAHOMA LEARNING CENTERS

** Adult Basic Education*
** High School Completion*
** Continuing Education*

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SCOTT TUXHORN SUPERINTENDENT
1970

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ADULT
LEARNING
RESOURCE
CENTERS

Guidelines for Administrators and Teachers

Prepared by

Section of Adult Education
Federal Programs
Oklahoma State Department of Education

by Joe E. Timken
M. Mattie Harrison

(This publication is made possible by funds from The Adult Education Act of 1966)
(Title III P. L. 89-750)

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FOREWORD

Adult Education in Oklahoma is designed to meet the individual needs of adults. Through this program, adults are provided opportunity to acquire knowledge and become proficient in using skills that will assist them in becoming better citizens, better employees, better homemakers and better individuals.

The value of Adult Education is determined as much by its teachers as by its content, and there has been an increasing demand for materials that can be used to train teachers of adults. The purpose of this bulletin is to provide information regarding Adult Education for teachers and administrators of Adult Education.

I should like to express my appreciation to Joe E. Timken who has directed the Adult Basic Education Program since its beginning in 1965. It has been through his leadership and sincere dedication to help adults that Oklahoma is nationally recognized as having an outstanding Adult Basic Education Program.

ADULT EDUCATION STATE ADVISORY COMMITTEE

The Oklahoma State Advisory Committee has been of invaluable assistance to the State Section of Adult Education. As a sounding board, it has reflected the considered opinions of the various public school Adult Learning Centers making it possible for an effective state-wide Adult Educational system to emerge. The membership make-up includes viewpoints of administrators, large and small programs and job training programs as well as representatives from ethnic groups.

Advisory Committee

The present membership includes the following:

Pawhuska ..... Oren Terrill, Chairman
Superintendent of Schools

Oklahoma City Public Schools ..... Wesley Driggs
Director Adult Education

Poteau ..... Orville Johnson
Superintendent of Schools

Tulsa Public Schools ..... George Marsh
Director Adult Education

State Department of Vocational Education ..... Blanche Portwood
Director Adult Education

Technical Assistance in Human Relations ..... Charles Sandmann
Director

Muskogee ..... William Shipley
Bureau of Indian Affairs

Langston University ..... William Sims
President

Editing Committee

Carl Rogers, Chairman ..... Pawhuska
O. E. Carter ..... Oklahoma City
Bob Jarvis ..... Lawton
Del Porter ..... Norman
William Stinnett ..... Tulsa

Adult Learning Resource Center Directors

The Oklahoma State plan of Adult Learning Resource Centers has emerged from the study and contributions of the following list of Adult Learning Resource Center Directors:

Ada ..... Benny Floyd
Altus ..... W. C. Davis
Alva ..... Earl L. Geis

Anadarko ..... Milton Notley
Antlers ..... H. D. Weaver
Ardmore ..... Charles Dabbert
Bartlesville ..... Dan Enard
Chickasha ..... John Cowan
Drumright ..... C. R. Bradley
Duncan ..... Glen Neal
Durant ..... David Williams
Elk City ..... Vernell Dyke
Enid ..... Don Bloom
Guthrie ..... Gerald Collier
Idabel ..... Winfred Canant
Lakeside ..... E. L. Imboden
Guymon ..... R. P. Duke
Lawton ..... Bob Jarvis
McAlester ..... Harold Hedges
Muskogee ..... J. Fentress Davis
Norman ..... Del Porter
Okmulgee ..... Richard M. House
Oklahoma City ..... Wesley Driggs
Pauls Valley ..... Freeland Cudjoe
Pawhuska ..... Carl Rogers
Ponca City ..... Carl Flippin Jr.
Poteau ..... Cloyce W. Clay
Pryor ..... J. O. Vencill
Sallisaw ..... Richard Moseley
Shawnee ..... Ola Mae Clark
Stigler ..... Nelson Heflin
Stillwater ..... Calvin McEntire
Tahlequah ..... Gene Carter
Talihina ..... Baysul T. Balentine
Tulsa ..... George Marsh
Wilburton ..... P. J. Smith
Lakeside (Prison Centers – McAlester and Granite) .. E. L. Imboden
..... Patrick O'Reilly

Consultants to the
Oklahoma Adult Education A.B.E. Program

Dr. Dale Jordan . . . . . Assistant Professor of Education
Central State College
Edmond, Oklahoma

Dr. Charlyce King . . . . . .Director Adult Education
Special Projects Center of Continuing Education
University of Oklahoma

Dr. Terrance Luce . . . . . .Administrator
University of Tulsa
Tulsa, Oklahoma

Dr. Richard Mitchell . . . . . Assistant Professor of Education
Central State College
Edmond, Oklahoma

Dr. Edgar Petty . . . . . .Chairman Division of Education
and Psychology Central State College
Edmond, Oklahoma

Dr. James Petree . . . . . Director, Testing and Evaluation
School of Continuing Education Services
University of Oklahoma

Dr. William Riddle . . . . . Professor of Special
Education and Psychology Northeastern State College
Tahlequah, Oklahoma

Boyce Timmons . . . . . .Director, Office of Indian Affairs
University of Oklahoma
Norman, Oklahoma

Dr. Leonard White . . . . . .Administration
Northwestern State College
Alva, Oklahoma

INTRODUCTION

This introduction deals with the total concept of continued learning for personal effectiveness and good living attitudes, knowledge, and skills. Any one of the thirty-seven (37) Oklahoma Adult Learning Centers is a central source of learning activities, educational planning, materials, teacher methodology and adult student records, as well as state and local coordination.

Change in educational procedures, materials and methods is inevitable. The Adult Learning Center for individualized instruction represents a fresh and exciting breakthrough in adult learning methodology. Away from restrictive "lock-stepped" organizational procedure, the Adult Learning Center approach offers an ungraded, diagnostic approach toward meeting the needs of the adult seeking educational improvement.

Adult Learning Centers

A Learning Center is basically an area (building, room, rooms) where facilities, materials, personnel and students come together to service the needs of each individual adult. On a scheduled or unscheduled basis, it may be used by one adult for enrichment, another for reinforcement and another for remediation. The Learning Center is for all adults who want and need educational improvement.

The Adult Learning Resource Center is the focal point for programs dealing with the educationally deprived population and those who are economically depressed. The student body is a reservoir for job training programs, training and discussion groups dealing with problems of personal, social and civic nature. The Adult Student Record Cards which each center director has on file, are a valuable organizational source.

Programming at Local Level

Professional adult educators have identified an immediate need for adjustments and organization of educational machinery. There is a need for adult learning, planning and programming at the local level, as a way of life for the neighborhoods of the concerned communities. The participation of all institutions, supportive agencies, civic groups and governments is vital in this total concept. The changing population, age range and current-related problems necessitate that continuous educational planning and programming be a product of the community, power structure, status leaders and educational opinion leaders. The concept of the local Adult

Education Council and its important function in this new frontier is described in this bulletin.

Mattie Harrison
Assistant Director
Basic Adult Education

Joe E. Timken
Consultant
Basic Adult Education

GUIDELINES FOR THE ACCREDITATION OF OKLAHOMA PUBLIC SCHOOLS ADULT LEARNING CENTERS

The Adult Elementary School certificate and Adult High School Diploma shall be issued by the public school systems which have been approved by the Oklahoma State Department of Education Section of Adult Education. The entrance into the High School Equivalency Certificate Program and recommendations for Certificate issuance to State Office of Adult Education shall also be a function of the approved Centers.

- The public school systems approved shall have an administrative unit with a qualified director of Adult Education responsible for the organization, administration, record keeping and reporting of the program.
- Adult Education Learning Center Directors shall be temporarily recommended for certification by Oklahoma State Director of Adult Education until adequate counseling and certification standards are developed.
- Public school programs approved shall be of sufficient size to warrant a continuous program of adult offerings. When feasible, a cooperative program of multiple school districts shall be established and a base school district shall be designated as the accrediting agency.
- The services of testing, counseling and evaluation for adult students shall be adequate to meet the needs of the Adult Educational Program.
- Materials and instructional services shall be adequate to meet the needs of the Adult Educational Programs.
- The approved Adult Education Center shall file with the Adult Education Division an annual report similar to the Secondary Education Accrediting Report.
- The financing of program services may be funded from the Adult Basic Education budget items for Educational Achievement Levels, Grades 1-8. (See State and Federal regulation bulletin).
- The Adult High School Diploma and High School Equivalency Certificate Centers shall be established at the location of the Adult Learning Centers. Expenditures for High School Level Programs to be on fee basis until funds are allowed by P.L. 89-750 change. Services of the Adult Learning Resource Centers are to include but not be restricted to the following listed services:

OBJECTIVES OF ADULT LEARNING CENTERS

ALRC Objectives

The objectives of the Oklahoma Adult Learning Center include the following:

- An identified adult student body.
- Adult educational planning.
- A counseling and record-keeping point of service.
- Professional personnel for administration, teaching, and conduction of purposive adult learning.
- Effective materials and methods as related to individual and group study.
- Discussion groups formed around problems of living taken from the adult-student record card.
- Certificates; eighth grade, high school equivalencies, and adult high school diplomas.
- Increase of employability of adult student body by referral to job skills training programs.
- Local lifelong learning councils.

SUGGESTED OFFICIAL BOARD ACTION TO AUTHORIZE THE ESTABLISHMENT OF AN ADULT LEARNING CENTER:

The Board of Education of the _____ public schools, District _____, hereby establishes the Adult Learning Center as a division of the _____ public schools and authorizes the Superintendent of Schools to organize an Adult Learning Service Center to be operated under the rules and regulations established by the State Department of Education, Section of Adult Education.

The Superintendent is further authorized to request accreditation for the Adult High School Diploma and to appoint a competent director and hire faculty to operate the division. By Board of Education action on recommendation of the Superintendent of Schools, the Adult Learning Service Center is authorized to receive and spend money within its established budget and shall be operated on a nonprofit basis.

The director is authorized to use all federal monies available and establish fees for nonprofit classes. The above fees shall be as low as possible, yet maintain sufficient revenue to pay the cost of instruction.

All rules and regulations of the State Department of Education shall apply to the Adult Learning Service Center. All rules and regulations prescribed by the State Department of Education for the operation of the Adult Learning Center shall be observed.

It shall be the duty of the director to report to the Board of Education upon the operation of the Center at the request of the Board.

The issuance of course credit to adult learners shall be effective immediately upon approval by the State Department of Education.

BOARD OF EDUCATION

_____
Public Schools

_____
District No.

_____ _____
(Date) President, Board of Education

_____
Clerk, Board of Education

SCHOOL LAWS OF OKLAHOMA 1968

Section 7. Public Schools – Definition – What Included: (see complete details in 1968 Oklahoma School Laws)

Section 73. Education Courses – Building and Equipment:

Section 75. Students of Legal Age – Completion of Twelfth Grade:

Regulations of State Board of Education.

Regulation a. An "adult" is defined to include any out-of-school person who is under no legal compulsion, according to compulsory attendance laws to attend school.

Regulation b. "Public School Adult Education" is defined as any more-or-less continuous or directed educational activity which is available to adults under state or local public school auspices.

Regulation c. Teachers in adult education programs for which elementary or secondary credit is allowed shall be certified in the same manner in which other public school teachers are certified.

Regulation d. A certificate of grade school achievement may be earned by enrolling in courses of basic education sponsored by the local public schools and by successfully passing a standardized educational achievement test as prescribed by the State Department of Education at the eighth grade achievement level.

Regulation e. Credits shall be awarded on the same basis of quality of instruction and achievement as that required for regular students in high school.

FEDERAL PROGRAM REGULATIONS

The program requirements as required by Federal and State Regulations deal with the adult basic education student and the approval status of public school districts.

- The State Department of Education will urge the establishment of programs in areas of the State having the highest concentration of eligible students according to the 1960 census and from other available data.
- Programs of Instruction – Programs of instruction established under this plan for adults 18 years of age or older. They shall be implemented by approved public school systems or combination of school districts. Public school officials shall provide adequate instructors, facilities, and teaching materials and equipment necessary for achieving the purposes and objectives of the plan. The adult basic education curriculum shall be appropriate to the level of the learner and shall include concepts in health education, citizenship, and consumer education.
- School districts shall not require of students the payment of tuition. fees, or other charges such as the purchase of books and material.
- Teachers of adult basic education classes shall hold an Oklahoma teacher's certificate. Teachers are urged to attend adult basic education instructional workshops.
- When appropriate and possible, other professional personnel such as supervisors, counselors. and materials specialists will also be used to assist in the teaching of adult basic education classes.
- When available, personnel in work-study programs provided under Title X, Part C of the Act, and Volunteers in Service to America provided under Section 603 of the Act will be utilized in a variety of ways. such as recruitment, classroom assistance, and health services.
- Regulations do not allow for the funding of adult basic education programs related to religious or sectarian instruction.
- Cooperate with State Health authorities in upgrading health conditions of eligible persons and in integrating into the curriculum of the basic education program and the teaching of good health practices.

Adult Basic and Continuing Education

- Integrate into curricula the teaching of citizenship, consumer education, and health.
- Maintain a cooperative working relationship with agencies and organizations implementing other Titles when feasible in order to help carry out general purposes of the Economic Opportunity Act.

ADULT LEARNING CENTER SPECIAL PROJECT
F. Y. 1970 P. L. 89-750, A. B. E.

Basic Budget Unit for Adult Learning Centers

Grant award issued for F. Y. 1970. These funds to be allocated for Special Project of Learning Centers and disbursed as needed.

Educational Unit of Instruction (Individual or Study Groups)

Special Project funding, basic education students (see Regulations). Basic student unit is 100 hours at $65.00 per student, to include an *adequate educational experience* in individual or group study instruction expenditures in the following areas:

a. Educational guidance and instruction.
b. Program direction and reporting (not to exceed 20% of funding).
c. Utilities and custodial services (matching).
d. Building and equipment (matching).
e. Instructional materials (not to exceed $7.50 per student).
f. Social security and teacher retirement contributions.

Number of Adult Students Total Funding $

NOTE: *Only amount of funds shown on approval sheet is obligated for expenditures. by quarterly issuance, as funds become available.*

THE ADULT STUDENT BODY

The adult student body is made up of adult basic education enrollees having less than an eighth grade accomplishment. The 1960 census show approximately three hundred and sixty-five thousand (365,000) adults, twenty-five years of age or older, with less than an eighth grade achievement level.

The second group consisting of approximately seven hundred and twenty thousand (720,000) of the adult student body are enrollees with less than a twelfth grade accomplishment to which the increasing membership of one out of three first grade students will drop out of school before completing the twelfth grade.

The third group of the adult student body is the larger membership of the public school communities which in order to adjust in todays rapidly changing society, it becomes necessary that they participate in continued learning activities.

Recruitment

The most successful methods of recruitment has been by personal contact on an individual basis and contacts through social centers such as the Church, Civic Clubs, union halls, employment offices, bars, pool halls, service stations, lodges, employer contact, beauty shops, announcements sent home by public schools, radio and television announcements, newspaper announcements, brochures placed in grocery stores, brochures given to welfare social workers, etc.. word of mouth information passed along by participants already enrolled in classes.

It is important for us to realize we are failing to communicate and motivate the educationally deprived and economically depressed, especially levels one to five for which the program gives first priority. Some suggested ideas may be:

- Prepare posters and brochures for store fronts.
- Meet with the ministerial alliance for announcements to be read in churches.
- Contact County Health Agencies.
- Contact industrial plants and other work sites.
- Make personal contact with community leaders, explain and sell the program to them.
- Contact radio and television stations for spot announcements.
- Arrange for a key person to appear on the program of local Civic clubs to explain the program.

- Contact leadership of ethnic group organizations.
- Contact organizations assisting minority groups.
- Farm related organizations.

Counseling and Guidance

Counseling and guidance is as much a part of the ABE program in Oklahoma as teaching. For the most part the classroom teacher is the key person to whom the ABE participant goes to for help. A teacher of an ABE class may well be considered teacher, counselor and social worker. It is the teacher who can learn to know the student as an individual, cheer the students successes, encourage him and help him find solutions to his immediate problems.

Many of the teachers communicate with representatives of other social agencies serving participants they have in an ABE class, making every possible effort to understand the participant just as he is, an individual who needs help. Often the undereducated adult lacks self-confidence and is unemployed, having great need of counseling of various kinds. So often he needs help in planning realistic educational and/or vocational goals, finding solutions to family and personal problems, or contacting community agencies which will help solve these kinds of problems.

In our most successful Learning Centers the director/counselor and teacher/counselors have taken all the time necessary to help the adult establish solid educational, vocational and personal goals, giving a detailed explanation of the program. They encourage the adult frequently and point out their successes on short-range obtainable terms, considering the unique needs of each individual. Sincerity and concern is exhibited every way possible in each relationship. Many times the problems are such that the counselor becomes a resource person, referring the adult to the services of an agency the community offers and how students may avail themselves to these services.

Adult Student Records

It is important that accurate records are kept on each Adult Basic Education student. A data card with the necessary information concerning the adult will be filed on each new enrollee. This card results in the adult becoming a member of an Adult Learning Resource Center continuing student body, with an education home and continuing educational plan. The data collected from the Adult Student Record Card by the teacher enables the director counselor of the Adult Learning Resource Center to organize adults in student

discussion groups formed around their problems of health, consumer education, etc. By this process students have the opportunity to become members of the reservoir of potential enrollees for the job training programs. Hopefully, this referral process at the local level will be such a coordinated effort that it will allow the adult student body to become participating persons in the community through a functional linkage of agencies, civic groups, and institutions. From this group needed local leadership should emerge in various areas.

ABE ENROLLEE INFORMATION CARD

1. Name _____ (Last / First / Middle) 2. Address _____ (Street or Box / City / Zip)

3. Phone _____ 4. Sex _____ 5. SSN _____ 6. Entrance Date _____

7. Present & _____ 8. Employer _____

Previous _____ _____

Occupation _____ _____

_____ _____

9. Age _____ 10. Date of Birth _____ 11. Place of Birth _____

12. Married _____ Single _____ Other _____ 13. Number of family at home _____

14. Race _____ Ethnic Grp _____ 15. Last School Attended _____

16. Grade _____ 17. Educational Plan _____ ABE _____ GED _____ AHD _____

18. Educational Record _____

19. Vocational Work/Plan _____

20. Area in which you would like information:

Health _____ Marriage Problems _____ Employment _____

How Can I Help My Children _____ Consumer Problem _____ Other _____

21. Referred to ABE by _____ _____

Adult Basic and Continuing Education

EDUCATIONAL PLAN & PROGRESS

Name _____

PART I—ADULT HIGH SCHOOL DIPLOMA

UNITS	Comp.	Date	Authority
4 LANGUAGE			
LANGUAGE			
LANGUAGE			
LANGUAGE			
LANGUAGE			
1 MATHEMATICS			
1 SCIENCE			
1 AMERICAN HISTORY			
½ OKLA. HIST. & CIVICS			
10½ ELECTIVES			

TRANSCRIPT _____

DIPLOMA DATE _____ REMARKS _____

_____

PART III—GED PLAN & PROGRESS

ACHIEVEMENT TEST _____ DATE _____

REMARKS _____

_____

GED TEST DATE _____ REMARKS _____

_____

PART III—ABE PLAN & PROGRESS

DATE ENTERED _____ GRADE LEVEL _____

TEST GIVEN _____

REMARKS _____

_____

_____

_____

Adult Educational Planning

When an adult enrolls in a Center the first step is to establish an educational plan. With the help and guidance of the teacher or teacher/counselor the adult will establish educational, vocational and personal obtainable goals. If the adult learner should have unrealistic goals, goals which would be impossible to obtain because of learning abilities or cultural attitudes, it becomes the responsibility of the director and teacher/counselor to explain to him the kinds of jobs and training which are available and the requirements for various programs.

OTHER AGENCIES USEFUL FOR REFERRALS	USES & METHODS
Referral Agencies . . Uses and/or Methods Church Related Groups Church Circles Teen-Age Clubs Ministerial Associations	Such groups may provide classrooms, counseling and guidance, recruitment of students, conducting literacy classes.
Ethnic Groups	Here you may find organizations which provide services such as legal aid, scholarships, political and social leadership.
Assistance for Minority Groups Urban League Commission on Human Relations Labor Unions	These provide social services, public relations and in some instances legal aid.
Farm Related Organizations Farmers Union Agricultural Extension Service Home Demonstration	These provide social organizations, scholarships, meeting rooms and training programs.
Public Agencies Welfare Department Health Department State Employment Office Vocational Rehabilitation	Provide counseling, placement, medical services and training programs.
Service Clubs Kiwanis Rotary Business & Professional Women's Club Lions Others	Contributions of financial support, materials, equipment and recruitment.
Professional Associations Bar Associations Educational Associations Association of American University Women Medical Associations	Organizations which contribute financial support and equipment.
Business & Industry Major Oil Companies Insurance Companies Chamber of Commerce Travel Agencies	Contributions of financial support, materials, and equipment.
Private Organizations Foundations (local or national) Operating in fields related to literacy training, human relations or community development.	Organizations which contribute financial support, materials and equipment.

OTHER AGENCIES USEFUL FOR REFERRALS	USES & METHODS
Government Agencies Department of Health and Welfare Department of Labor Department of the Interior Office of Economic Opportunity	Organizations which provide technical, educational, information and advisory services.
Others Public Libraries Colleges and Universities Community Councils P.T.A.'s Bureau of Indian Affairs League of Women Voters Police and Fire Departments	Organizations which provide technical, educational, information and advisory services.

THE ADULT BASIC EDUCATION PROGRAM ORIENTATION MEETING NIGHT PROCEDURE

Reception of Students

- This is the all important area. An air of friendliness and sincere welcome is valuable. Many of these people have not been in school in years. Let us attempt to make this occasion pleasant and memorable.
- Show students to the meeting room, and if possible, make them feel "at home." as possible.
- Encourage conversation between students in an attempt to promote an informal tone to the meeting.
- Continue to informally control the group until appointed meeting time.

Meeting

- Begin meeting promptly at 7:30 or appointed time.
- Welcome students and praise their interest and determination to improve educational abilities. These words need not be "flowery." Simplicity and service is the keynote of this program.
- Pass out a short form information sheet and pencil. This sheet requires only name, age (year – month – day), address, telephone number, and last grade attended or completed.

Class Discussion Necessary to Program

- What two nights each week are desirable for classwork? This is entirely up to the class, as the instructor will avail himself on evenings selected. Class nights must *not* be consecutive.
- The beginning time of the class should be discussed, and every student should be encouraged to enter into the discussion. The decision as to the time of starting classes as well as that of selecting class nights, class breaks, etc., will be decided by majority rule vote. Note – This, of course, excludes areas where state and school requirements govern practices. When a practical starting time has been selected, the problem of tardiness should be mentioned. Tardiness should be mentioned as "undesirable" and proceed "on" to another matter.
- Smoke break or coffee break must be decided at this point. Ten minutes per hour of instruction is acceptable as break time. They may be arranged by any manner as desired by entire class. However, one plan must be practiced throughout the course.

- Absence should be mentioned in a somewhat stronger vein than tardiness. Take time to point out loss of individual's time, loss of continuity in materials and instructions. Attempt to establish and maintain high interest and absenteeism will not be a problem.
- Any other important matters determining class decisions or approval should be brought up at this time and completely settled. Any questions from students should be dealt with at this time. The instructor will profit by taking notes of all decisions reached for future use. A time schedule will be requested from each class that will reflect instructional periods and "breaks".

Summary of Individual Class Decisions

- The value of this summary of decisions and recommendations of plans cannot be overemphasized. The manner in which this matter is conducted will be evident throughout the duration of this class. A businesslike attitude, with concise and definite statements, will add to the feeling of security we are trying to "instill" in the adults.
- Attempt to point out that these decisions are theirs, not the instructors. Give the impression "they" have contributed greatly to the success of the program through this one evening's effort. Make them, the STUDENT, the most important part of the program.

Closing of the Meeting

- With a well-planned and organized meeting, you have covered all points of importance, discussed and received all necessary information. Dismiss the group in the same friendly and informal manner that was used to organize this meeting. We are still in a position to continue our "first impression" with these individuals.
- At the close of the class meetings, all instructors are asked to meet with the head building teacher and discuss entire operation of the meeting. Comments both good and adverse should be noted and reported in a written report to the Adult Basic Education Office.

CHARACTERISTICS OF THE ABE TEACHER

The Adult Basic Education teacher should be one who:

- Can provide meaningful learning experiences.
- Understand and sympathize with the unique problems of the undereducated.
- Can accept them and respect them as individuals.
- Always "aim directly" at the student keeping in mind the student's objectives and individual needs.
- Displays enthusiasm, warmth of personality, exhibits patience and sincerity.
- Will recognize her students as individuals with distinct needs similar to her own.
- Is aware learning takes place when student involvement is high.
- Has a sense of humor.
- Shows a relaxed receptive manner which indicates to another person that they can speak freely and will find a listening ear.
- Teaches the student what he wants to know.
- Uses a variety of methods involving school and community resources.
- Plans educational experiences with the student.

Teacher Self Evaluation
Ask yourself (as a teacher) these questions:

- What evidence of rapport?
- What evidence of students being relaxed?
- Is the teacher organized?
- Thought development questions.
- How does the teacher ask unthreatening questions?
- What evidence of pupil enthusiasm?
- Tolerance.
- Does the class understand what the teacher is wanting to get across?
- Does she recognize levels?
- Do the students see goals and immediate progress?

EVALUATIVE CRITERIA FOR THE SELECTION OF ADULT BASIC EDUCATION INSTRUCTIONAL MATERIAL

- Is the philosophy of the materials in harmony with modern principles of adult education?
- Do the materials make reading an integral part of a broad program of curricular experiences?
- Do the materials facilitate providing for individual differences?
- Do the materials foster personal growth, wholesome attitudes, sound ethical values?
- Is the content appropriate for adults?
- Is the cost nominal? The course content is a prime factor; however, the cost should be an important consideration.
- Is the type of print large enough? Visual acuity has decreased in adulthood. The print should be easy to read.
- Is the book printed with different color inks?
- Is there a summary, vocabulary list with definitions, questions, etc.?
- Is the edition date fairly recent?
- Is the textbook designed as a guide for the teacher, not the sole determinant for the course objectives? The instructor must supplement the instruction with A-V aids, resource persons, and a myriad of materials available from many sources. Are there suggestions for these supplementary instructional aids?
- Has a textbook selection committee been established? This committee should be composed of teachers of adults. administrators, and possibly some students. It should recommend for adoption textbooks appropriate for adults and embodying the guidelines for the selection of these books.
- Is the adoption period approximately three years in length? However. if better and more effective books become available, their adoption can be at an earlier date. The existing inventory of such books should be an important consideration.

SPECIFIC CRITERIA FOR EVALUATING THE CONTENTS, ORGANIZATION, AND FORMAT OF THE MATERIALS

- Are the goals for each lesson clear, practical, and attainable?
- Does each lesson teach one or two concepts thoroughly?
- Are subject matter and learning activities familiar and interesting to adults?
- Does the content, whenever possible, raise the self-esteem and status of the adult student?
- Do the materials motivate or encourage individual reading, speaking, writing, and other study?
- Is the language used in lessons adult in tone?
- Are sentences used in lessons similar to the sentence patterns used by adults in oral communications?
- Are the skills and concepts taught in sequential, logical order?
- Do the drawings, illustrations, and other graphics clarify ideas presented verbally?
- Are the materials written in such a manner that the students can follow the lessons to a large extent by themselves? They should not be too dependent on instructors.
- Do the materials have built-in measuring devices to show both quantitative and qualitative student progress?
- Do the materials instruct in actual life situations, such as food, property, job, voting and civics, safety, social security, housing, homecraft, financing, etc.?
- Are both rural and urban settings represented?

Materials

Refer to published list of Adult Basic Education materials. (Separate Cover)

ADULT LEARNING PROCESS

Discussion Guide:

Discuss For:

AGREEMENT *DISAGREEMENT* *CLARIFICATION*

- Characteristics of adult learners are usually the same.
- The adult learner brings to the class a great variety of attitudes, backgrounds, abilities, and social values.
- Change in people comes only through the learning process.
- Adult students have people (opinion leaders) that they turn to for information, judgments and counsel.
- Learning must relate to the learner's needs.
- Study and drill must be directly related to the learning process.
- Drill must be a needed part of the adult's activities.
- The learner must appreciate the total plan of learning.
- The learner should share in the decision about what is to be learned.
- The learning should be student centered.
- The class problems should reach out into the community and use those things which make learning real.
- Learning should be experiencing and should include the related attitudes, understandings, appreciations, participations, and skills.

INDIVIDUALIZED STUDY

A program of individual instruction is, perhaps, the most used method of instruction in any adult basic education program.

Assessment of Needs

The individualized instruction concept is developed upon the enrollee's stated objectives or goals. The individual's abilities are assessed by means of a standardized achievement test, then a meaningful curriculum is planned upon the student's reason for entering school, ability, vocational status or desires, and general interests. To assure the student of progress and success, an evaluation system is often established at this time.

Individual instruction does not mean the teacher is no longer needed. However, he is not the primary giver of information, but may be considered the facilitator and education decision maker, counselor, supervisor or test administrator. He must establish rapport and see that the student is working toward his primary objectives.

Teacher–Student Relationship

The teacher will establish a working relationship whereby the student depends upon the program and audio-visual aids for instruction on a one to one basis, but remaining aware that he may receive the necessary help from the teacher. This concept of instruction has many advantages. The student is placed at a level whereby he achieves immediate success, further motivating the adult student as a result of his success. Also students are more at ease where there is no fear or frustration of competition. The adult student is involved in the planning and selection of materials, students on various levels may be taught at one time, their progress depends upon the individual, new students may enter the program at any time, and goal achievement is continuous.

This concept of study demands that the teacher has a better understanding of each student and his individual needs as the student perceives them. The teacher will constantly evaluate progress and select appropriate new materials, at the same time assisting the student in becoming active through self-evaluation.

This mode of instruction is not without problems. It becomes necessary that the teacher find ways to incorporate a variety of approaches, activities which make student involvement easier, and learning experiences based on the student's personal interest, previous experiences and readiness for the new task to be learned.

DISCUSSION GROUPS

Discussion groups for Living Adjustment

The data collected from the Adult Student Record Card by the teacher should enable the director-counselor of the Adult Learning Resource Center to organize adults in study discussion groups formed around their problems of health, consumer buying, and etc., these should include any interested persons of the sub-neighborhood centers not enrolled in the adult basic education classes.

A. Getting Ready

Suggestions for Group Discussion Leaders

- Arrange group in circle, so each person can see every other person.
- Provide table space, if convenient, for leader and entire group.
- Let all stay seated during discussion, including leader. Keep it informal.
- Start by making everybody comfortable. Check ventilation and lighting.
- See that everybody knows everybody else.
- Learn names of all as soon as you can.
- Have blackboard, chalk, and eraser ready for use in case of need. Appoint a "blackboard secretary" if the subject-matter and occasion make it desirable.
- Start on time, and close at prearranged time. If you have an observer's report, be sure to allow time for it.
- In opening, emphasize: *Everyone* is encouraged to take part. If one member's view fails to get out in the open, the discussion falls short in its permissiveness.
- Toward this, emphasize: No speeches, by leader or group member, no monopoly.

B. Carrying On

- Help the group to clarify its objective so that the purpose of the meeting is clear. Let the group build the agenda out of its own needs, but keep it limited to the task upon which it is working.
- Aim at the outset to get a sharply defined question before the group. Have three or four alternatives put on the board if you think this will help: "Which do you want to start with?" "Is the question clear?"

- In general, don't put questions to particular group-members, unless you see that an idea is trying to find words there anyway; "Mrs. Brown, you were about to say something." Otherwise: "Let's have some discussion of this question. . . ." "What do some of the rest of you think of this?" "We've been hearing from the men. Now how do you women feel about this?" "What's been the experience of you folks up in the northern part of the State in this connection?" Etc.
- Interrupt the "Speech maker" as tactfully as possible: "While we're on this point, let's hear from some of the others. Can we save your other point till later?"
- Keep discussion on the track; keep it always directed, but let the group lay its own track to a large extent. Don't groove it narrowly yourself.
- Remember: The leader's opinion does count in the discussion, but keep your own view out of it as much as possible. Your job is to get the ideas of others out for an airing.
- If you see that some important angle is being neglected, point it out: "Bill Jones was telling me last week that he thinks. . . . What do you think of that?"
- Keep the spirits high. Encourage ease, informality, good humor. Let everybody have a good time. Foster friendly disagreement if it occurs. Listen with respect and appreciation to all ideas, but stress what is important, and turn discussion away from what is not.
- Take time every ten minutes or so to draw the loose ends together: "Let's see where we've been going." Be as fair and accurate in summary as possible. Close discussion with summary – your own, the secretary's, or the observer's.
- Call attention to unanswered questions for future study or for reference back to speakers. Nourish a desire to group members for continuing study and discussion through skillful closing summary.

DISCUSSION GROUP EXAMPLE

MEMO TO PARENTS:

WHAT – Do you wish to join a parent study group for a few evenings?

WHY – To be able to help your sons and daughters have a richer school experience in their academic, social and vocational experiences.

WHEN & WHERE – Time and place to be announced after enrollment is completed. They will meet the convenience of the group.

HOW – A survey now being carried on will find the parents and teachers who would like to meet with an educational leader to study one of the problems listed below.

Check study group that you wish to attend in order to be of help to your child.

__ Helping the Pre-School Child.	__ Arithmetic Reasoning.
__ Reading Improvement.	__ Need for Security.
__ Boy and Girl Relationship.	__ Personal Companionship in the Home.
__ How to get the most out of Junior High.	__ Senior High Enrollment.
__ How to Study.	__ Graduation, What Next?

Sign and Mail To: Superintendent's Office
Public Schools
Oklahoma

NAME _____

ADDRESS _____

TELEPHONE _____

STUDENT EVALUATION

The Adult Learning Resource Centers have a comprehensive testing program, providing needed information for the directors, teachers and students.

Testing

Tests which are used in the Centers are those designed to meet the following objectives.

- Determine initial skill level placement of students.
- Diagnosing individual needs, and group needs in the skills areas.
- Measuring student achievement.
- Evaluating the program.

Because adults enter basic education at different levels of competency and with reading disabilities much emphasis has been placed on testing so the teacher may determine areas an individual needs the most help.

Evaluation

There are a variety of ways the teacher or counselor may test the adults, however, most Centers test in privacy and groups. Methods used would depend on the purpose of testing and type of test used. Whatever the purpose may be for testing, it should be done in an informal way. The adult should be informed that all tests are given so the teacher will be better able to determine his individual needs.

There are several things which experience has taught us, we must try to avoid when testing.

- Adults are sensitive about their lack of education. It may be necessary to test an individual of this type in privacy.
- Instructions should be repeated as many times as necessary. By asking questions the interviewer–tester should make sure test instructions are thoroughly understood.
- The interviewer–tester should be an individual who understands adults. Adults resent being treated as children.

Placement level tests that most of the Adult Learning Resource Centers use and find acceptable are: The Adult Basic Learning Examination, (A.B.L.E.), California Test Bureau, Tests of Adult Basic Education (T.A.B.E.), Science Research Association, Reading Index and Arithmetic Index. For enrollees on levels one to three some teachers prefer a word analysis skills test or reading short paragraphs from graded reading materials. This method will enable

POLICIES OF THE STATE BOARD OF EDUCATION FOR THE ISSUANCE OF A HIGH SCHOOL EQUIVALENCY CERTIFICATE ON THE BASIS OF THE GENERAL EDUCATIONAL DEVELOPMENT TESTS

On June 11, 1965, the State Board of Education by authority vested by the Legislature, authorized the Division of Instruction, Section of Adult Education of the State Department of Education to inaugurate a plan to enable those residents of Oklahoma who are eligible and have not completed their formal high school education to receive a certificate of High School Equivalency. The plan became effective September 1, 1965.

Definition

The Certificate of High School Equivalency is a credential certifying that the holder has shown evidence of general educational development equivalent to a liberal high school education as revealed by scores made on the General Development Tests. It is equivalent to a high school diploma but cannot be exchanged for one. It may be used to secure employment or to advance in the job already held. It is not to be used as a credential to satisfy admission requirements to colleges and universities.

Eligibility

The State Board of Education issues a Certificate of High School Equivalency on the basis of the GED Tests to service personnel, veterans and non-veteran adults provided the applicant meets the following requirements:

1. An applicant must be a bona fide resident of the State of Oklahoma. Proof of residence in the state may be established by:
   a. An affidavit from a secretary of a county election board certifying that the applicant is a registered voter in Oklahoma.
2. The age required for the issuance of a high school equivalency certificate is 20 (twenty) years of age. It will be issued at the age of 19 (nineteen) if applicant has been out of school one year. Entrance to the program may be made at 18 (eighteen) years of age or earlier on recommendation from former high school principal.

the evaluator to make a rapid assessment of the enrollees reading level. For placement of intermediate and developmental levels (grades 4-8) the A.L.R. Centers use some type of standardized achievement test. This is started as soon as the teacher–student rapport has been established. Tests such as Stanford Achievement Tests, Iowa Basic Skills Tests, California Achievement Tests, Metropolitan Achievement Tests, etc.

A good tool we have found for discovering student ability and potential is not a test, but the appraisal by a carefully trained and well grounded teacher. All test scores and individual growth, of each student, are recorded and placed in a personal folder.

a. An applicant must submit, upon request, satisfactory proof of age.

3. A standard score of 35 or above on each of the parts of the test, and an average of 45 on all parts is necessary to qualify for the certificate. Test score results will be accepted only when certified from one of the following:
   a. United States Armed Forces Institute.
   b. Approved testing center.
4. GED tests taken prior to September 1, 1965, are not acceptable.
5. Previous high school enrollment is not required.

Application Through Adult Learning Centers

To enter the program, the student record card must be completed and on file in an Adult Learning Center. The application for taking the test is made through the center in which the adult student record card is to be found. Application must be made to the Section of Adult Education of the State Department of Education through the local Adult Learning Center on forms provided by the Section of Adult Education. These forms will be provided upon request. No fee will be charged by the State Department of Education for the issuance of the certificate; however, a fee is charged by the testing agency in Oklahoma authorized to administer the test. The fee is payable by the applicant to the testing agency at the time the tests are taken.

Approval by the State Department of Education

After the application has been received and approved by the Section of Adult Education, the applicant will be sent a letter of authorization which he or she will present to the Examiner in charge at the testing center selected by the applicant. The applicant is responsible for making all arrangements with the testing center.

Examinations

The applicant should submit his application and at the same time request the examiner in charge at the institute to forward the test results directly to the Section of Adult Education, 310 Will Rogers Building, Oklahoma City, Oklahoma.

Adult Learning Centers offer adult education classes at night for the purpose of help applicants attain the educational background

necessary to pass the tests. The local Adult Learning Center Director will be able to provide information about review materials and availability of adult education classes.

Scores from GED tests which were not authorized by the Section of Adult Education of the State Department of Education will not be accepted. Exception is made for members of the Armed Forces and veterans and foreign nationals who have taken the tests through the USAFI.

Procedure for Securing the Certificate

At the conclusion of the examinations, the Adult Learning Director will review the tests and if the applicant has qualified, he or she will be sent the Certificate of Equivalency from the State Department of Education, Section of Adult Education, Oklahoma City, Oklahoma.

Re-examination

An applicant who fails to qualify for the certificate on his or her first attempt, may be approved for a second and third attempt, but only if a minimum of six months has elapsed since the previous attempt. Application is required each time tests are taken.

INSTITUTIONS AUTHORIZED TO ADMINISTER THE GED TEST FOR AMERICAN COUNCIL OF EDUCATION, CORNELIUS P. TURNER, DIRECTOR OKLAHOMA STATE DEPARTMENT OF EDUCATION, SECTION OF ADULT EDUCATION

INSTITUTION	ADDRESS	TESTING OFFICAL
Ada City Schools Phone 405-332-0340	704 N. Oak Ada, Oklahoma 74820	Benny Floyd, Director
Okla. City Adult Institute Phone 232-5273	1134 N. W. 8th Oklahoma C', Oklahoma 73102	Wesley Driggs
Altus Junior College Phone HU2-5696	Altus, Oklahoma 73521	Cecil R. Chesser, Dean
Anadarko School District Phone 405-247-6606	108 S. W. 4th St. Anadarko, Oklahoma 73005	Milton Notley
Ardmore School District Special Education Center	Burton & "C" St. N.W. Ardmore, Oklahoma 73401	Charles Dabbert
Bethany Nazarene College Phone SU9-6400	Bethany, Oklahoma 73008	C. Harold Ripper, Dr.
Cameron State College Phone EL5-2120	Lawton, Oklahoma 73501	Gordon L. Paine
Central State College Phone 341-2980, Ext. 2215	Edmond, Oklahoma 73034	M. D. Smith
Chickasha Public Schools Phone 224-1152	Chickasha, Oklahoma 73018	John Cowan
Drumright School District Phone 918-352-2551	Drumright, Oklahoma 74030	Ron Vandever
Duncan High School Phone AL5-0700	Duncan, Oklahoma 73533	Glen Neal
Eastern A&M College Phone HO5-2361, Ext. 82	Wilburton, Oklahoma 74578	James K. Fritze
El Reno College Phone AN2-2552	El Reno, Oklahoma 73036	A. R. Harrison, Dr.
Garfield County Offices Phone 237-2075	Enid, Oklahoma 73701	Raymond O. Carr
Garvin County Offices Phone BE8-2245	Pauls Valley, Oklahoma 73075	Kenneth Campbell
Guthrie Public Schools Phone BU2-3799	Guthrie, Oklahoma 74033	Gerald Ray Collier
Haskell County Schools Phone YO7-8894	Stigler, Oklahoma 74462	O. L. Sherley

INSTITUTION	ADDRESS	TESTING OFFICIAL
Idabel City Schools Phone 405-AV6-5846	Idabel, Oklahoma 74745	Winfred Canant
Lakeside School Phone 405-539-2186	Granite, Oklahoma 73547	E. L. Imboden
McAlester High School Phone GA3-7504	220 East Adams St. McAlester, Oklahoma 74501	Harold J. Hedges
Midwest City Public Schools Phone PE7-4461, Ext. 62	607 W. Rickenbacker Midwest City, Oklahoma 73110	William D. Anderson
Murray State College Phone ES1-2371	Tishomingo, Oklahoma 73460	Wayne Canaday
Muskogee Voc.—Tech. School Phone 918-687-9721	Comm'l Nat'l Bank Bldg. Muskogee, Oklahoma 74401	Chester Hendrix
Northeastern A&M College Phone K12-8441, Ext. 18	Miami, Oklahoma 74354	Bruce Lehman
Northern Oklahoma College Phone MA8-2581	Tonkawa, Oklahoma 74653	Robert Steichen
Northwestern State College Phone 327-1700. Ext. 1	Alva. Oklahoma 73717	Lila G. Gross, Mrs.
Oklahoma Baptist University Phone BR3-2300, Ext. 206	Shawnee, Oklahoma 74801	Coleman L. Raley. Dr.
Oklahoma City University Phone JA5-5461, Ext. 2700	23 & Blackwelder Okla. City, Oklahoma 73106	Sunshine Adkins, Dr.
Panhandle A&M College Phone 2311, Ext. 23	Goodwell, Oklahoma 73939	Helen Muller, Registrar
Phillips University Phone 237-4433, Ext. 208	Enid. Oklahoma 73701	John L. Andrae, Dean
Ponca City High School Phone 762-6366	Ponca City, Oklahoma 74601	Carl Flippin, Jr.
Poteau Community College Phone 647-3514	Poteau, Oklahoma 74953	Gayle Donathan
Pryor Public Schools Phone VA5-1255	Pryor, Oklahoma 74361	J. O. Vencill
Sallisaw High School Phone 918-SP5-4624	Sallisaw, Oklahoma 74955	Richard Moseley
Smithville Public Schools	Smithville, Oklahoma 74957	George C. Brown, Jr.
Southeastern State College Phone WA4-1400	Durant, Oklahoma 74701	G. Pat Powers

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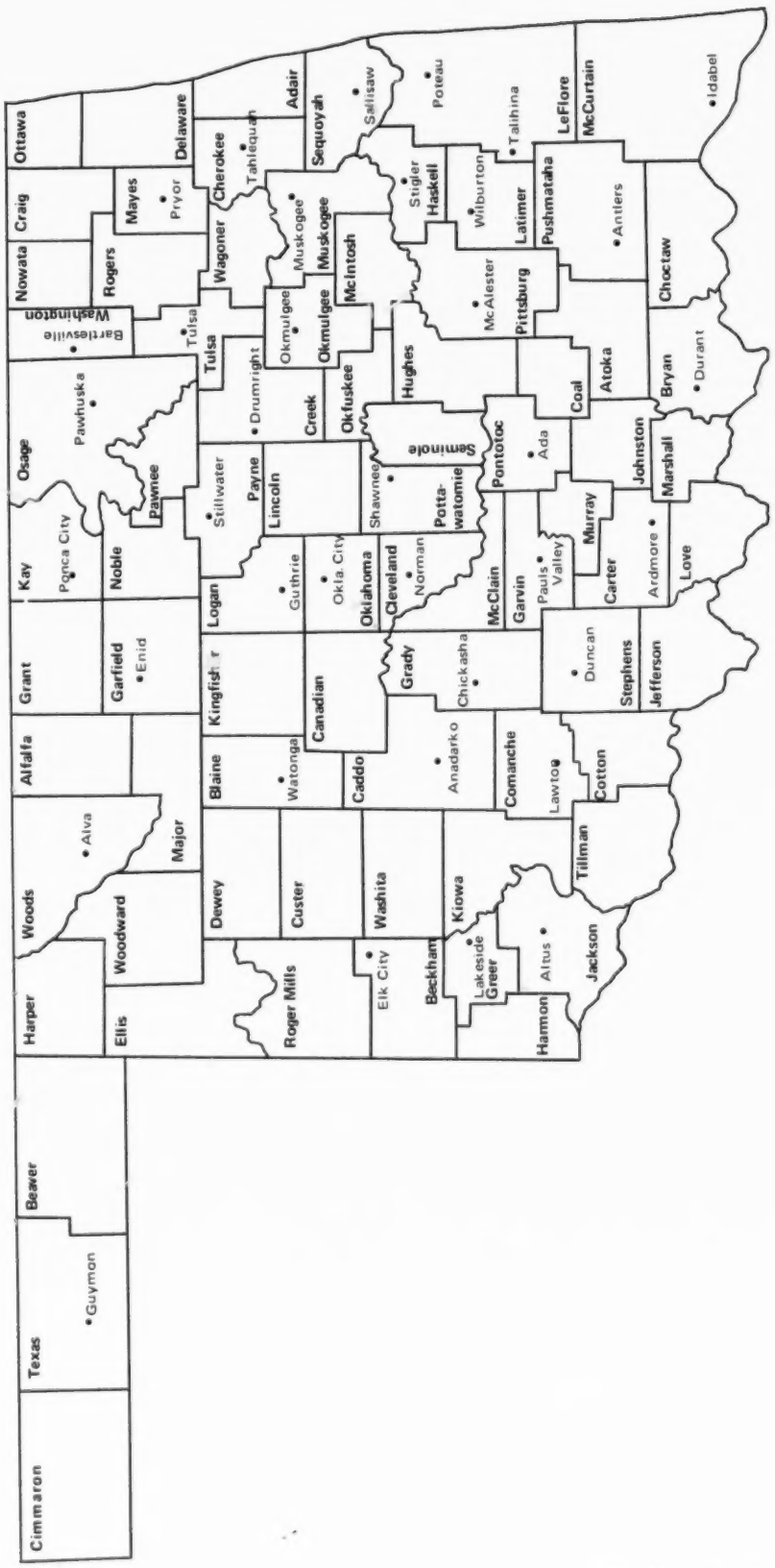
INSTITUTION	ADDRESS	TESTING OFFICIAL
Southwestern State College Phone 772-5511, Ext. 2203	Weatherford, Oklahoma 73096	W. C. Burris, Dr.
Special Services Center Phone A.M. 287-1262 P.M. 287-1221	12 & Brenner Box 389 Pawhuska, Oklahoma 74056	Elen Wagner
Tahlequah High School Phone 918-GL6-6101	Tahlequah, Oklahoma 74464	Raymond F. McGee
Talihina Public Schools Phone 918-567-2545	Box 524 Talihina, Oklahoma 74571	Harold Lawrence
Tulsa Public Schools Education Service Center Phone RI3-3381, Ext. 314	3027 S. New Haven Tulsa, Oklahoma 74107	Mary Joe Keatley, ED.D
University of Oklahoma Guidance Center Phone 325-2911	Norman, Oklahoma 73069	Robert E. Ragland

1970-71 ADULT LEARNING CENTERS



ADULT HIGH SCHOOL DIPLOMAS APPROVED BY OKLAHOMA STATE BOARD OF EDUCATION

CURRICULUM OBJECTIVES

Goals

The subject areas within the curriculum should be so structured that the two major goals can be realized by any individual enrolled in the program regardless of his academic assets. These goals are:

- The acquisition of academic knowledge realized through the completion of a certain basic curriculum.
- The acquisition of a specific skill that would provide him with greater potential for employment.

These two objectives can be implemented provided the following philosophy with regard to these two areas is accepted:

GOAL ONE: To assure a measure of academic excellence, a basic curriculum taught by instructors holding university or college certification, as well as state credentials, should be provided. This basic program should involve the following areas: social studies. basic mathematics, language arts, science and the humanities. This basic curriculum would comprise approximately 50 percent of the total curriculum.

GOAL TWO: To provide the individual with greater potential for employment and to enhance the individual's ability to compete in our fluid economic structure, programs must be provided to train. retrain, and/or upgrade each program participant. Credits toward a high school diploma would be given for these classes. The units of credits given would be based on the degree of the skill and the compentency involved.

Policies

- Eligibility – Any adult or out-of-school youth 21 years of age or over who is not a high school graduate.
- A minimum of four (4) credits must be earned in the Adult Center from which the diploma is granted.
- Under no circumstance will a student be eligible to receive a diploma through the Adult Education Program prior to his original graduation date.
- Satisfaction of the following minimum specific subject requirements for Adult High School completion may be met only by completion of regular classes conducted in a high school,

approved Adult Education Center, by approved correspondence or extension courses, by Adult Centers independent study, by Adult Centers standardized testing in specific subject areas.

Credits

4 units in	Language Arts
1 unit in	Math
1 unit in	Science
1 unit in	American History
1 unit in	Oklahoma History, Government, Citizenships

- Ten (10) elective units of credits with the following suggested applications after students are counselled, giving major consideration to their educational-vocational objectives.
- Agencies from which courses are applied toward completion of Adult High School Diplomas shall be accredited by the Oklahoma State Board of Education.
- Credits may be granted for educational training and experiences with the military services in accordance with the recommendation of the Commission on Accreditation of Service Experiences of the American Council on Education. Written documentation of such training shall be required.
- A maximum of six (6) elective credits may be granted for work experience provided it can be related to courses in a high school curriculum. Evaluation of such experiences shall be based upon employer–written recommendations, length, and intensity of experiences through job analysis, and upon the judgement of the Adult Center Counselor, recommended to the Administrator.
- If any individual under 21 years of age applies for admission to the Adult High School Program, the high school principal of the district in which the student resides will be contacted. That principal will then decide if that student may attend adult classes, what courses he shall be assigned to take to graduate from that high school; or, he may release the student for Adult School Counseling.

Staff

- **Professional Staff.** The regulations and requirements concerning the professional staff shall be the same as set forth in State Bulletin Number 113-0, except that qualifications of teachers of non-credit courses shall be subject to the discretion of the local governing board.

Services

- **Counselling and Library Services.** Adult Centers shall provide counselling services adequate to the effective formulation of realistic individual programs of study.
- **Guidance.** Guidance and counselling services comparable to the day school should be offered to adult students. (1) The counselor will evaluate the candidate's previously established record of credits, work experience, and through educational achievement tests determine the total number of units of credit to be allowed. (2) He will determine the number of units of credit to be earned by the candidates and specify the fields or areas of subject matter in which these units of credit must be taken and will inform the candidates of the requirements. (3) When a counselor is satisfied that a candidate has successfully completed all the requirements for high school graduation, he will recommend to the administrator that a diploma be issued.
- **Administration.** The program is to be administered by a chief administrator in charge of the program. . . . When he is satisfied that the candidate has completed successfully all requirements for high school graduation, he will recommend to the proper authorities and the board of education that a diploma be issued.
- **Facilities.** All facilities, such as library and cafeteria services, should be available on the same basis as in the day school.
- **Finance.** Adult education should be financed through state, local and tuition sources and Federal sources when they become available.
- **Diploma.** An Adult High School Diploma is to be issued by the local school district and awarded with provisions for a transcript to be a part of it.

SPECIMEN SET LISTS
SUBJECT MATTER TESTS – HIGH SCHOOL

TEST	DISTRIBUTOR	GRADE RANGE
Principles of Democracy	Science Research Associates, Inc.	9 - 12
Test of Economic Understanding	Science Research Associates, Inc.	9 - 12
Social Studies Tests	Education Testing Service	
1. Civics		8 - 9
2. American History		10 - 12
3. Problems of Democracy		10 - 12
4. American Government		10 - 12
5. World History		10 - 12
Crary American History Test	Harcourt, Brace & World	10 - 13
Cummings World History Test	Harcourt, Brace & World	9 - 13
Writing Skills Test	Science Research Associates, Inc.	9 - 12
English Tests	Education Testing Service	9 - 12
Test of Usage, Spelling, Vocabulary	Education Testing Service	9 - 12
Wide Range Vocabulary Test	The Psychological Corp.	3 - Adult
California Phonics Survey	California Test Bureau	7 - College
Test of English Usage	California Test Bureau	9 - College
HS Ayer Standardized Spelling Test	Steck–Vaughn Company	9 - 12
English Test, New Edition	Harcourt, Brace & World	9 - 13
Missouri College English Tests	Harcourt, Brace & World	11 - College
Survey of Lang. Achievement	California Test Bureau	7 - 9

Stanford High School English & Spelling Tests	Harcourt, Brace & World	9 - 12
1. HS Arithmetic	Educational Testing Service	7 - 9
2. Algebra I	Educational Testing Service	9 - 12
3. Algebra II	Educational Testing Service	9 - 12
4. Geometry	Educational Testing Service	9 - 12
5. Trigonometry	Educational Testing Service	9 - 12
6. Algebra III	Educational Testing Service	9 - 12
7. Analytic Geometry	Educational Testing Service	9 - 12
8. Calculus	Educational Testing Service	9 - 12
Howell Adjustment Series, Geometry Tests	Harcourt, Brace & World	9 - 12
HS Votaw Algebra Test	Steck–Vaughn	9 - 12
Lankton 1st Year Algebra Test	Harcourt, Brace & World	9 - 12
Blythe 2d Year Algebra Test	Harcourt, Brace & World	9 - 12
Shaycoft Plane Geometry Test	Harcourt, Brace & World	10 - 12
Metropolitan HS Mathematics	Harcourt, Brace & World	9 - 13
Dubins Earth Science Test Adjustment Series	Harcourt, Brace & World	8 - 12
BSCS Comprehensive Final Exam.	The Psychological Corp.	9 - 12
Processess of Science Test	The Psychological Corp.	9 - 12
Test of Science Knowledge	The Psychological Corp.	8 - 12
Nelson Biology Test	Harcourt, Brace & World	9 - 13
Metropolitan HS Science Tests	Harcourt, Brace & World	9 - 13
Survey of Reading Achievement	California Test Bureau	7 - 9
Diagnostic Reading Scales	California Test Bureau	9 - 12 (Retarded)
HS Fundamentals Eval. Test	Steck–Vaughn	9 - 12

SUBJECT MATTER TESTS ADULT HIGH SCHOOL DIPLOMA

Harcourt, Brace & World, Inc.

Missouri College English Test . . . . . Grades 12-college
Stanford High School English and Spelling Tests . . . . . Grades 9-12
Blyth Second-Year Algebra Test-Revised Edition . . . . . Grades 9-12
Lankton First-Year Algebra Test-Revised Edition . . . . . Grades 9-12
Metropolitan High School Mathematics Tests . . . . . Grades 9-12
Anderson–Fisk Chemistry Test . . . . . Grades 10-13
Dunning–Abeles Physics Test . . . . . Grades 10-13
Engle Psychology Test-Revised Edition . . . . . Grades 9-12
Metropolitan High School Science Tests . . . . . Grades 9-12
Nelson Biology Test-Revised Edition . . . . . Grades 9-13
Stanford High School Science Test . . . . . Grades 9-12
Crary American History Test-Revised Edition . . . . . Grades 10-13
Cummings World History Test-Revised Edition . . . . . Grades 9-12
Metropolitan High School Social Studies Tests . . . . . Grades 9-12
Stanford High School Business and Economics Test . . . . Grades 9-12

(Teacher made tests may be used when approved by the Adult Learning Center Director).

Accreditation. The approved Adult Learning Centers for the issuance of the Adult High School Diploma and their yearly accreditation is based upon a yearly evaluation of the quality of the educational program concerned.

LEADERSHIP IN A LEARNING SOCIETY

Continuing Education Through Cooperative Program Efforts

Social Direction Through Continued Learning

The United States is the first nation in recorded history to use continued learning as a tool of social direction. The total adult learning picture needs to be carefully investigated so as to determine the factors that make for success or failure. The processes used are also important as they relate closely to the democratic processes of problem solving, program content determination and continuing self-direction by individuals and groups involved in the adult learning programs in a community.

Basic Philosophy

- Education is the adult student's best investment.
- The quality of community living is in direct relation to the quality of adult learning activities within the community.
- The income level coincides with the educational level of a community.
- Continued learning is a must in today's rapidly changing world.
- Individuals and communities should have continuous planned educational purposes and programs.
- Communities have need for yearly meeting to list, publicize, and develop continued learning activities for adults.
- Communities need educational leadership to plan programs of adult education with community leaders and adult education resource persons.
- Well-defined individual and group purposes are necessary for cooperative action.

Change and education are related.

It is a well accepted fact that one institution or agency cannot succeed in meeting the various needs of the community's population without coordinating their efforts with other continuing educational or job training programs.

Local Lifelong Learning Councils

The following quotation comes from the address of James E. Allen, Jr., Assistant Secretary for Education and U. S. Commissioner of Education, before the Galaxy Conference of Adult and Continuing Education, Washington, D. C., on December 9, 1969.

Using the following statement as general direction, the Oklahoma

State Department of Education, Section of Adult Education, presents two ongoing programs now in operation and being considered for further expansion. The first is the construct and plan for organization at the state and local level of total concept of continued learning. The second is the cooperative Manpower Training System which presents a construct of working relationships with a flow chart of suggested activities:

"I realize that, because of the heterogenous nature of programs for adults at the community level, problem-solving efforts have made little headway. Structures must be devised which make it possible for adults to join together in local task-centered activities that seek solutions to community and human problems.

"The creation of local Lifelong Learning Councils would be a step in this direction. Federal funds, when they are made available, might be used to sustain the work of these councils. The entire spectrum of community colleges, universities, libraries, museums, volunteer groups, public agencies, and communications media. The Councils would cooperate as mechanisms to coordinate all continuing education activities within the community to stimulate program innovation, and act as the information center for all local efforts. Properly funded and dynamically directed, the Councils could identify educational needs in the community to which appropriate resources could be applied.

National Center for Lifelong Learning

"The Councils would be both a contributor to and a beneficiary of the services of the National Center for Lifelong Learning. The local Council would be a vital link in the development of a national network of communications between learners and teachers and among agencies and organizations. Such local Councils and the National Center might also help continuing education become a central ingredient in the reform of education at all levels. The structure, techniques, materials and offerings of continuing education programs can well become the "yeast" for testing new ideas and approaches for learning in general. I am convinced education dollars in the years immediately ahead are going to gravitate increasingly towards new forms of teaching and learning and that adequate dollars will not be forthcoming without such new forms which have been tested and determined to have significant promise. You could well be at the forefront of this educational reform with which, I might add, I firmly intend to be identified as an advocate."

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Education aids in quality of community living and income level.

Community Involvement Will Strengthen A Local Program

Community Aids

Any educational program—adult or otherwise—which operates in isolation from its community, not only runs the risk of being insensitive to local needs, but also fails to get the benefit of a wide range of valuable resources. What is needed, indeed vital, is cooperation, coordination, and communications.

The key to getting community help for an adult education program is to make an active effort to involve the people in the community. This means asking for their support, saying, "We are administering a program of adult education. We feel that with your help, the program could be improved."

This might mean naming an Advisory Committee, or a local Adult Education Council, or simply contacting a variety of people on an informal basis to get their thinking and their help. The important factor is that no potential source of help is overlooked.

Suggested Institutions

Libraries, Churches, Red Cross, Business and Industry.

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A Sampling of Typical State, Federal and Community Agencies And Organizations From Which Representation May Be Drawn For Planning And Programming

Institutions Agencies and Groups

Department of Education, Department of Social Welfare, Employment Service, Department of Health, Community Action Service, Vocational Rehabilitation, Vocational Education, Association of School Boards, Associations of Public School Administrators, Parent-Teacher Association, Department of Health, Education and Welfare, Office of Economic Opportunity, Department of Housing and Urban Development, Department of Labor, Councils of Churches, Minority Groups (i.e., O.I.O., N.A.A.C.P., O.I.C., and B.I.A.), Medical Society, Dental Associations, Technical Assistance Program, Chamber of Commerce, Civil Rights Commission, Boards of Human Relations, Public Schools, Universities and Colleges, Cooperative Manpower Area Planning Systems, Work Incentive Program, Civic Groups, League of Women Voters, Mass Media, Senior Citizens and Study Discussion Groups.

Educational Programming For Individuals And Communities

Goals of a Local Adult Education Meeting

- To identify present programs of adult education and arrange a joint publicity release.
- To find program resources available for instruction and administration.
- To identify local leaders and teachers interest in adult education activities in the community.

These local meetings in our population centers should have representatives of above organizations. As a result of such activity, an increase in the educational offerings in communities have resulted.

Status Leadership

The elected, appointed or inherited leaders of the agencies, institutions and groups listed must be involved in planning and implementing local cooperative adult learning efforts if their support and participation is to result.

Educational Opinion Leaders

The continuing group membership directing and participation in the local learning programs should consider the knowledgeable people with inquiring minds as the backbone of the local council.

It is proposed that support be given for the purpose of the development of techniques, materials, and processes needed in activating continuing groups in communities. These groups to be the basis of needed leadership in the various areas of adult learning activities, projects, programs of learning, and leadership development.

Premises

- There are knowledgeable persons in each group formed in a community to whom people turn when in need of information considered judgment, or counsel.
- These persons with inquiring minds usually are opinion leaders in their own area of knowledge, skills, understanding, or concerns.
- They are interested in gaining new knowledge or sharing their previously gained knowledge.
- These persons of considered judgment are fairly constant in their area of educational concern and will be interested in becoming members of continuing community groups—these groups having members of like interest.

Goals of Community Adult Education Meetings

1st Year

- Ask local hosting institution to consider –
- Identify organizations, agencies and institutions, currently conducting adult education activities in surrounding communities.
- Identifying leaders in, and persons responsible for, conducting these adult education programs.
- Have this group discuss the desirability of its holding an annual meeting.
- If an annual meeting is desired, ask the group to elect a chairman for the next meeting.

Ask Local Hosting Institution to Consider –

2nd Year

- Further implementing the goals of first year.
- Identifying program offerings intended for the year, and their sponsoring agency.
- Arranging for a joint publicity release in the fall, during

National Education Week, or program offerings intended for the year.
- Electing a chairman to host next annual meeting.

Ask Local Hosting Institution to Consider –

3rd Year
- Implementing the goals of first and second year.
- Locating resources available to agencies at the local level which will permit them to provide greater services in conducting programs of education for adults.
- Adult Education Program areas of duplication and areas of neglect being conducted in the community.
- Electing a chairman to host next annual meeting.

Educational Opinion Leadership

The following article, written by an adult student, indicates the knowledge and attitude of continued learning that is to be found in members of an adult student body. This article is being presented in order to form a pattern by which other educational opinion leaders may be identified as a person in a continuing sponsoring group that may be formed in a community:

An Example

"*To Whom It May Concern:*

"I am now working on the high school certificate which, in the past, has cost me so much by not having it.

"In the plant where I worked in California, the factory labor was divided into twelve pay grades, with 12 being the lowest. My employment over the years was usually in pay grades 7, 6, and 5. With a high school diploma, I could have progressed up to one.

"Usually I reached the quota for Social Security about September of each year, so I conclude that my earnings were 1/3 more than the amount deductible for Social Security. I have paid deductions on approximately $126,000.00 to date.

"Deductions taken out on $126,000.00
Estimated amount earned on above 31,500.00
Total earned $157,500.00

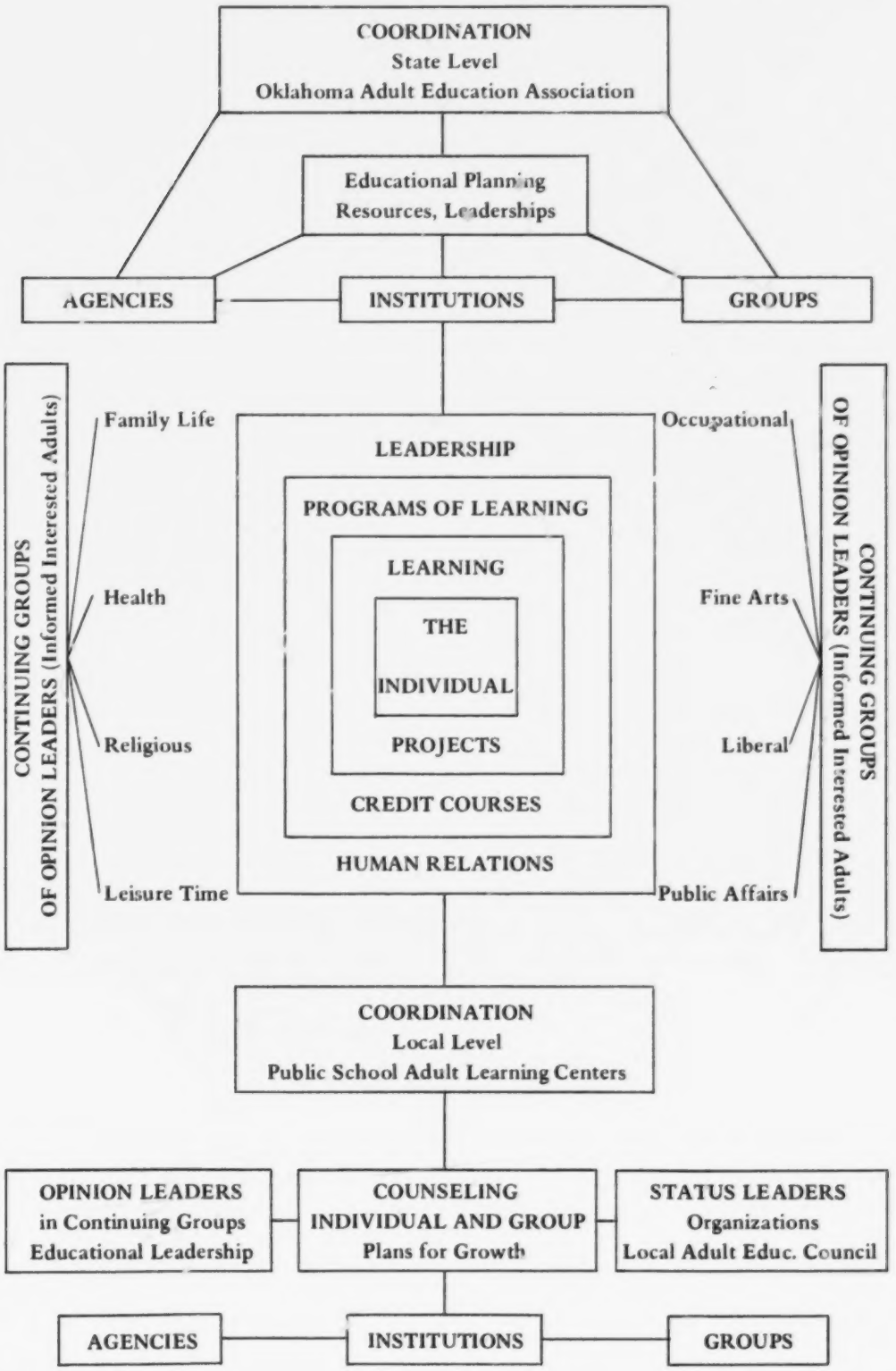
"This amount represents a maximum of $2.50 per hour which I received the last few years. If I had of had a high school diploma, I could have had from $5.00 to $5.50 an hour, which means I could have doubled my income which I show above. Also, the sense of

accomplishing something and not being held back would have given me much moral support and my family would have been much more secure.

Respectfully yours.
(signed) William Haggatt"

The foregoing was written by a student in an Adult Basic Education Class in Perry, Oklahoma, and taught by Mrs. Nina Dilley.

CONSTRUCT OF ADULT EDUCATION INTER-ACTION



COOPERATIVE AREA MANPOWER SYSTEMS FOR DEVELOPMENT OF RELATIONSHIPS ON THE STATE AND LOCAL LEVEL

Service Guidelines

State Level Coordination Of Adult Education And Job Skill Training Programs

- Experience has demonstrated that in order for cooperation to exist at the local level that it must first exist at the state level.
- Experience also teaches that in order for cooperation of programs at the state level to continue that it must be cooperatively carried on at the local level.
- A clear set of goals and objectives must be in existence and the awarenesses of them by all program directors must be assured.
- That the state directors condition their local directors as to the areas of desirable program working relationship local level.
- Participation of state directors in local planning of joint program efforts to raise the educational level and employability of the adults in the educationally deprived and economically depressed adult population.

Linkage

Experience and Training

Other cooperative programs have been developed to train people in mining occupations, health occupations, and various skill shortage occupations.

Linkage between various Manpower programs have been greatly increased by a program of systematic referrals between agencies as reflected by the attached flow chart. Each agency performing outreach activities will provide the applicant with the services they have to offer in assisting him in reaching the goal of total employment and, if necessary, refer him to other agencies for additional services. Also, the applicant may receive services from two or more agencies concurrently. These services are provided either by cooperative agreements or on a contractural basis.

Part of each regular monthly meeting of the committee is devoted to the exchange of information and program reports.

Leadership at the Local Level

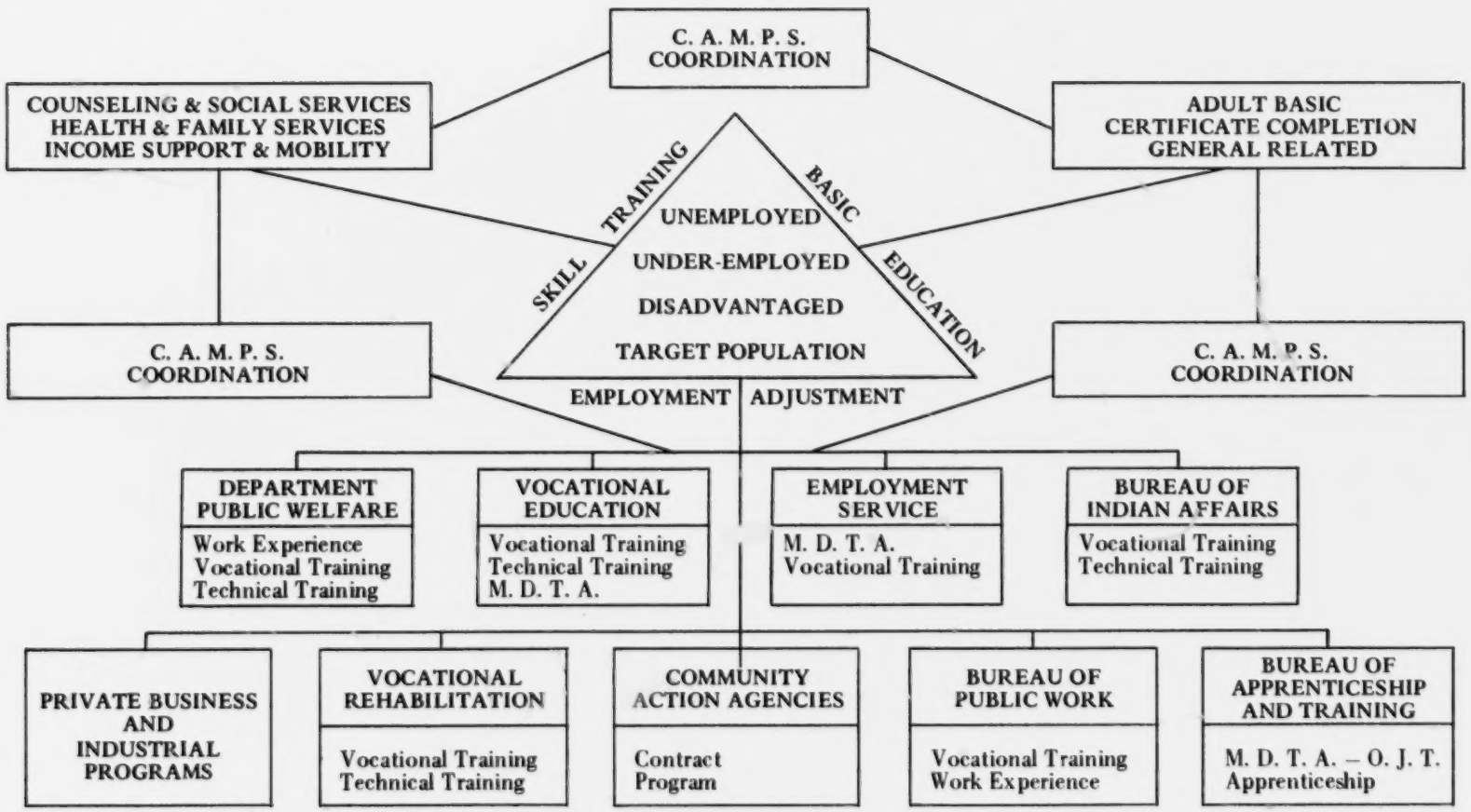
The leadership development at the local level recognizes that a

basis of informal leadership already exists. The following leadership guides are proving successful:

- Any educational program—adult or otherwise—which operates in isolation from its community, now only runs the risk of being insensitive to local needs, but also fails to get the benefit of a wide range of valuable resources.
- The key to getting community help for an adult education program is to make an active effort to involve the people in the community.
- An Advisory Committee, or a local Adult Educational Council, or the contracting of a variety of people on an informal basis to get their thinking and their help is the most important factor.

See construct for list of program participants.

CONSTRUCT



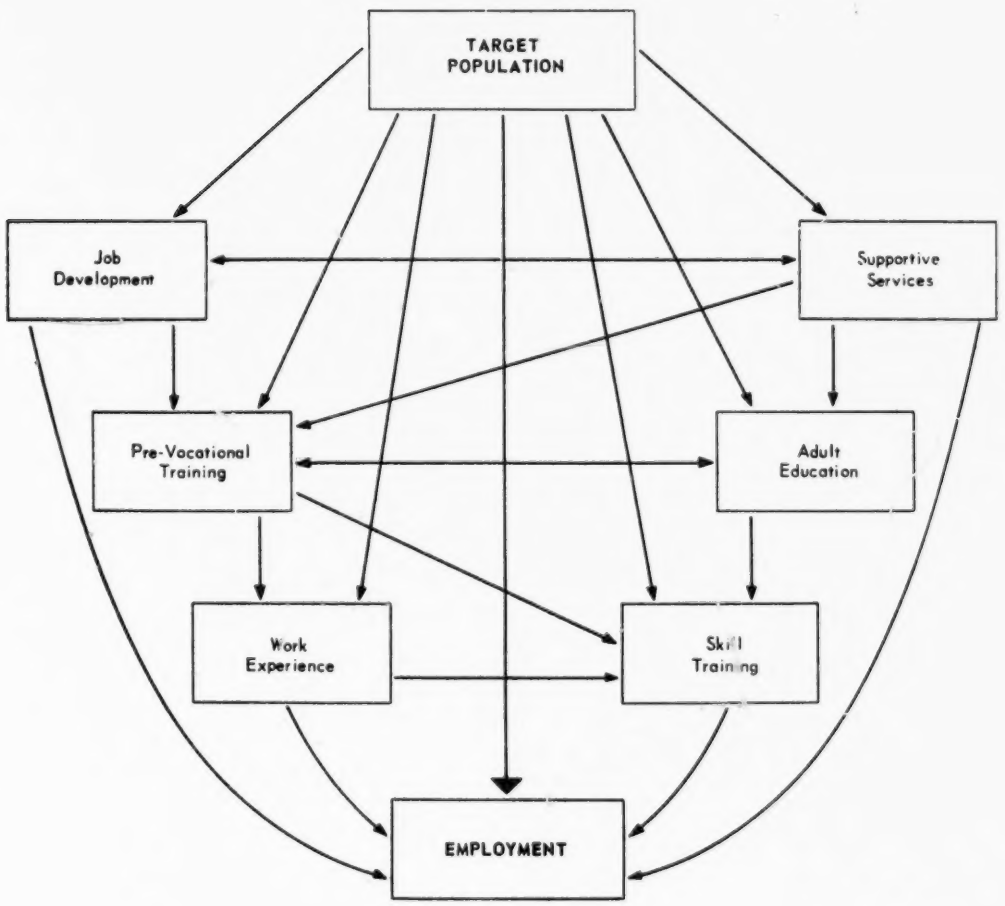
OKLAHOMA LINKAGE CHART
COOPERATIVE AREA MANPOWER PLANNING SYSTEM

FLOW CHART

PROCESSES

IDENTIFICATION	ASSESSMENT	PROGRAM PLANNING	PROGRAM DEVELOPMENT AND PARTICIPATION	EVALUATION
Outreach Intake	Screening Referral	Supportive Service Skill Training Work Experience Adult Education	Coordination Coupling Joint Contract	Placement Follow-up Growth Plan

SERVICES



SURVEY — RESULTS
ADULT BASIC EDUCATION
COOPERATIVE SUPPORT
ARKANSAS, LOUISIANA, OKLAHOMA

Reported by: DIRECTORS OF ADULT EDUCATION

	Financial	*Personnel*	*Materials*	*Public Relations*	*Student Recruitment*	*Job Location*
Literacy Councils, Churches (Laubach 1-1 etc.	0	15	5	35	15	0
Public Welfare	14	19	7	42	47	13
Business	4	15	6	23	36	20
Industry	4	7	8	24	29	30
Community Action	16	19	9	43	34	16
OEO – W.I.N.	6	6	7	7	7	7
Concentrated Employment Program	3	9	3	15	10	8
M. D. T. A.	15	11	14	19	17	8
Bureau of Indian Affairs	3	3	4	8	6	3
N. A. A. C. P.	1	2	1	2	6	3
Employment Security	5	11	5	25	34	22
Civic Groups	2	12	4	39	34	5
Libraries	0	9	11	16	6	6
Civil Defense	4	7	8	5	10	5
Veterans Administration	11	6	2	10	16	6
State Hospitals					13	16

PROCESSES OF
INVOLVEMENT OF COMMUNITY SUPPORT SOURCES

	Number of Times Used
Letters to Sources of aid	42
Speakers Schedule before Groups	38
Small Face to Face Study Groups (interested citizens)	34
Community School Councils	9
Block Organization	7
Official Cooperation Meetings C.A.M.P.S.–JOBS–C.E.P.S., etc.)	21
Adult Education Council Meetings	23

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EXAMPLE OF LINKAGE WITH OTHER AGENCIES

FACT SHEET FOR HOME HEALTH AIDE TRAINING COURSE

Instructional Team from County Health Department and Public Schools: 120 hours of instruction – 36 class hours – 84 hours of on-the-job training

(a) Coordinator – local home economics teacher for scheduling and coordinating instruction – 36 class hours (twelve three-hour evening sessions). Also related instruction in home economics.

(b) County Health Department visiting nurse – class instruction and supervise on-the-job training 84 hours.

(c) Basic Education teacher (another home economics teacher may be used).

1. Period each class meeting to review objectives of lesson.
2. Identify and clarify vocabulary.
3. Aid in the writing of reports (spelling, grammar, punctuation, etc.)
4. Review number facts and processes related to job.
5. Plan to meet individual's needs for further education.

Instructional program or schedule adjusted to local conditions.

Program Budget: Oklahoma State Department of Education
and Oklahoma State Health Department

Where public schools have Adult Basic Education program, a supplemental allowance will be issued. An application form is included to be processed.

Nurse, Health Department Supervision – Teaching	Home Economics Teacher Coordinator – Teacher	Adult Basic Education Teacher – Testing
SETTING UP CLASSES – TEAM PLANNING	SETTING UP AND CONDUCTING CLASSES – TEAM PLANNING	INSTRUCTIONAL REVIEW – TEAM PLANNING
*Selection of Trainees	*Arrange for class room space and pian with superintendent	*Evaluation of Trainee's educational level and programming of learning activities
*Arrangement and supervision of on-the-job training	*Arranging class hour schedule and schedule instructors	*Period each class meeting to review objectives of the evening learning activities
*Aid in identification of instructors	*Arrange for student books and materials manuals and Red Cross Home Nursing Text and dictionary	*Identify and clarify vocabulary used by instructors
*Aid in contacts for instructors	*Arrange for instructional equipment and materials	*Aid in the writing of reports (spelling, grammar, punctuation, etc.)
*Aid in finding instructional equipment	*Instruction of selected units	*Review number facts and processes related to job
*Instruction of selected units	*Coordinate team evaluation of learning processes	*Plan to meet individual's needs for further education
*Aid in team evaluation of learning	*Coordinate feed-back from trainees	*Lead discussion to clarify any confusion in training activities
*Channel feed-back from trainees	*Coordinate with Basic Education teacher in identifying teaching unit objectives vocabulary, writing and recording skills, mathematics as needed for job	*Aid the trainees in the development of writing skills and the keeping of a notebook which covers clarification of important items related to trainees work

Adult Basic and Continuing Education

*Aid Basic Education teacher in identifying teaching unit objectives, vocabulary, writing and recording skills, mathematics are needed for job	*Advise with Basic Education teacher as of teacher resources, unit objectives, important vocabulary knowledge, spelling, writing and number fact knowledges	*Testing Trainees – Educational Achievement Test
*Arranging for Certification and testing merit system for employment	*Process claims to pay for services, materials as allowed by project budget	
	*Arrangement for testing	

EXAMPLE OF A PROGRAM TO INCREASE EMPLOYABILITY

PERSONAL SERVICE INSTITUTE

A LOW EMPLOYMENT SKILL AND BASIC ADULT EDUCATION LEVEL PROJECT

First Job Level

- Would you be interested in a class project in your community to aid adults to prepare for employment educationally.
- The adult class would be recruited by a joint effort of Federal, State and Local programs.
- The team teaching project would include the integration of adult basic education, job orientation, and salable skills in personal services (food, health, homes, child-care, clothing and maid service, etc.)
- The team teaching to include directors and teachers of adult basic education, home economics teachers, distributive education teachers, health employees, etc., the job skills to be identified by employers with instruction if indicated.
- Participating agencies might include: Employment Security, Model Cities, Community Action, Public Welfare, Health (state and county), Bureau of Indian Affairs, NAACP, etc.

RECRUITMENT OF TRAINEES	ALRC DIRECTOR	ABE TEACHER	HOME ECONOMICS COORDINATOR ON THE JOB (TRAINING SKILLS)	EMPLOYMENT
(1) ALRC Director (2) Model Cities Directors (3) CAP (4) Public Welfare (5) Others (6) Vocational Rehabilitation (7) Employment Security (8) Employers	(1) Arrange for Testing for education evaluation (a) Locator test (2) Record Keeping and reporting (a) Center records (b) State reporting (3) Education facilities (4) Coordinated: (a) Lesson planning (b) Meetings (c) Materials (5) Employer contacts (6) Job Listings	(1) Basic Education (a) Language Arts (b) Math (c) Social Sciences (2) General Education (a) Personal health, grooming, & improvement of physical handicaps (b) On-the- job relations, attitudes & ethics (c) Family life education (d) Consumer education (e) Job related vocabulary	(1) Arrange for employers to visit classes and discuss working assignments **JOB SKILLS** (a) Training in classes: (1) Health (2) Distributive Edu. (3) Home Economics (4) Employers (b) On job training employers (c) Job orientation	(1) Employment Security (2) Job listings to ALRC (3) Personnel Directors of Business & Industry

CASE WORKER AND/OR W.I.N. COUNSELOR

- Identify trainee
- Refer to A.B.E. instructional unit
- Orientation—employment, objectives—educational level
- Total development plan
- Conference with A.B.E. teacher, counselor and student concerning educational schedule and plan
- Receives students daily attendance and progress reports monthly
- Follow up on absenteeism

TEACHER/COUNSELOR RESPONSIBILITIES

- Conference and planning periods scheduled as needed, at times other than during class periods
- Student evaluation
- Structure student study plan according to employment objectives
- Supervise learning activities
- Evaluates and reports student progress
- Record attendance
- Promptly reports absenteeism
- Reports achievement level at the end of each 100 hour period
- Student may be administered the G.E.D. test when the teacher's evaluation shows educational competency

A.L.R.C. DIRECTOR AND W.I.N. SUPERVISOR RESPONSIBILITIES

- Application by A.L.R.C. Director for funding of instructional unit to State Department of Adult Education
- Conference to re-establish instructional units at indicated times
- Arrange for 8th grade G.E.D. or high school completion testing of teacher referred students
- A.L.R.C. Director identifies teacher and arranges for educational materials and facilities
- W.I.N. Supervisor and A.L.R.C. Director confer as to acceptable location and schedule
- A.L.R.C. Director supervises instructional unit and operation of the unit, collects reports and refers to State Adult Education Section with copies of reports being made to W.I.N. Program supervisor
- Conference on special problems arising from units scheduled as needed

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